

**21st Century Community Learning Centers (21st CCLC)
Analytic Support for Evaluation and Program Monitoring**

**Tennessee 21st CCLC 2008 Annual Performance
Report**

Generated March 2009



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Introduction

Tennessee has granted 118 awards in its 21st Century Community Learning Centers program. Of these 118, 79 were active during the 2007– 2008 school year and thus required to fill out the 2008 Annual Performance Report (APR). The following pages give a summary of the results of the 2008 APR for Tennessee's grantees.

Table 1. State Overview

Category	Total Number for 2008 APR
Grantees	79
Centers	232
Feeder Schools	497
Total Students Served	30041
Regular Attendees Served	20372
Total Adult Participants	5409
Paid Staff	3007
Volunteer Staff	1196

Services Offered

On average, centers in Tennessee were open for 15.33 hours and 3.58 days per week. During these hours centers offered numerous different types of activities and services. It is important to point out that activity information collected as part of the 2007–08 APR allowed respondents to classify a single activity both by category and subject area. For example, a center may have offered a rocketry club during the 2007–08 school year where participants learn to build and launch rockets while also studying astronomy. In this case, this activity would be classifiable as an Academic Enrichment Learning Program (category) *and* as a Science Educational Activity (subject area).

Category of Activity or Service. The common categories of activities offered during 21st CCLC programming undertaken during the 2007–08 school year are listed in the chart below. These categories of activities reflect the mandate of the 21st CCLC program to promote academic achievement while at the same time providing access to enrichment and other youth development and support activities. The following chart shows the proportion of centers offering different categories of activities and services, first for summer and then for the school year:

Figure 1: Percent of Centers Providing Given Categories of Activities - Summer 2007

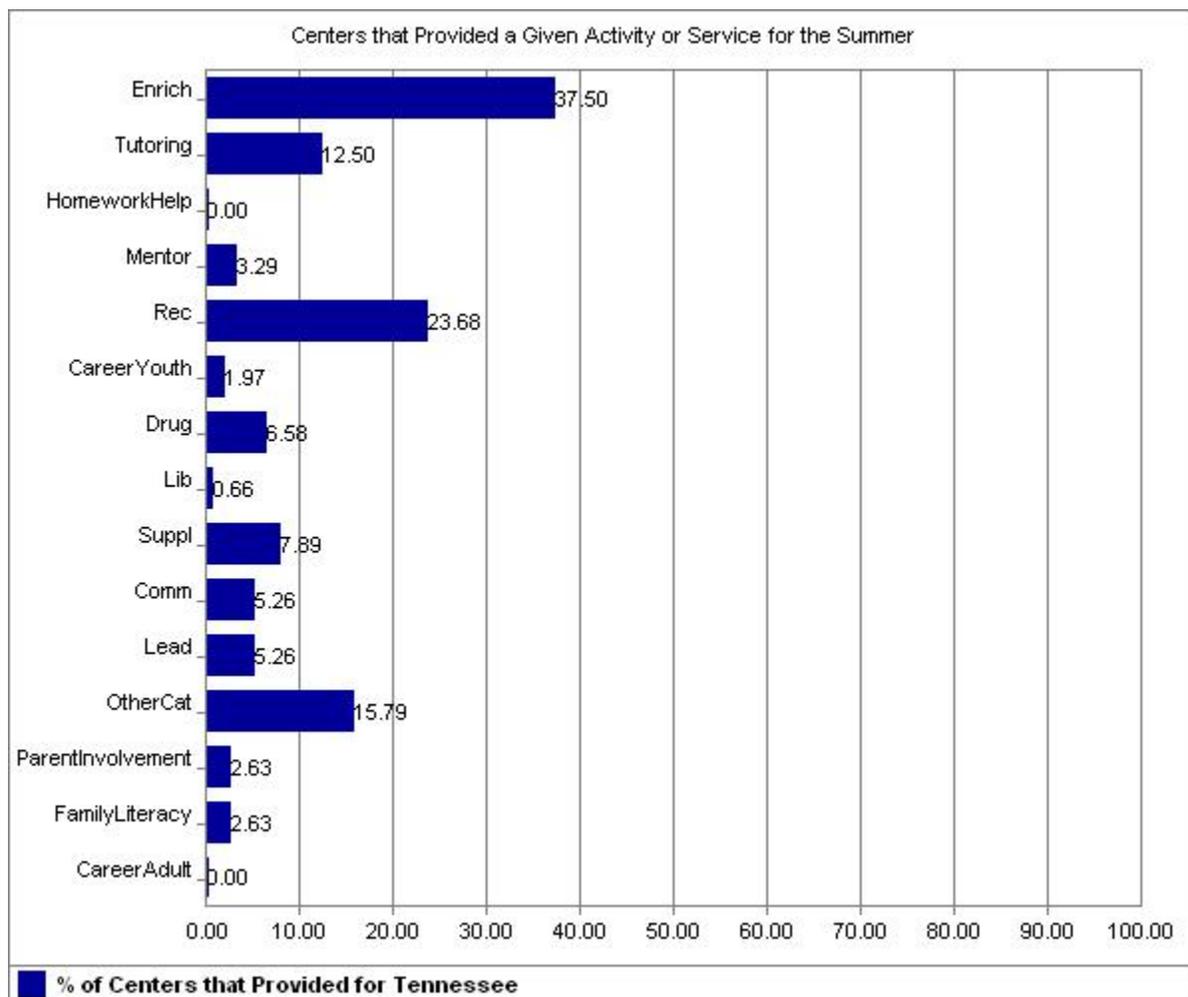
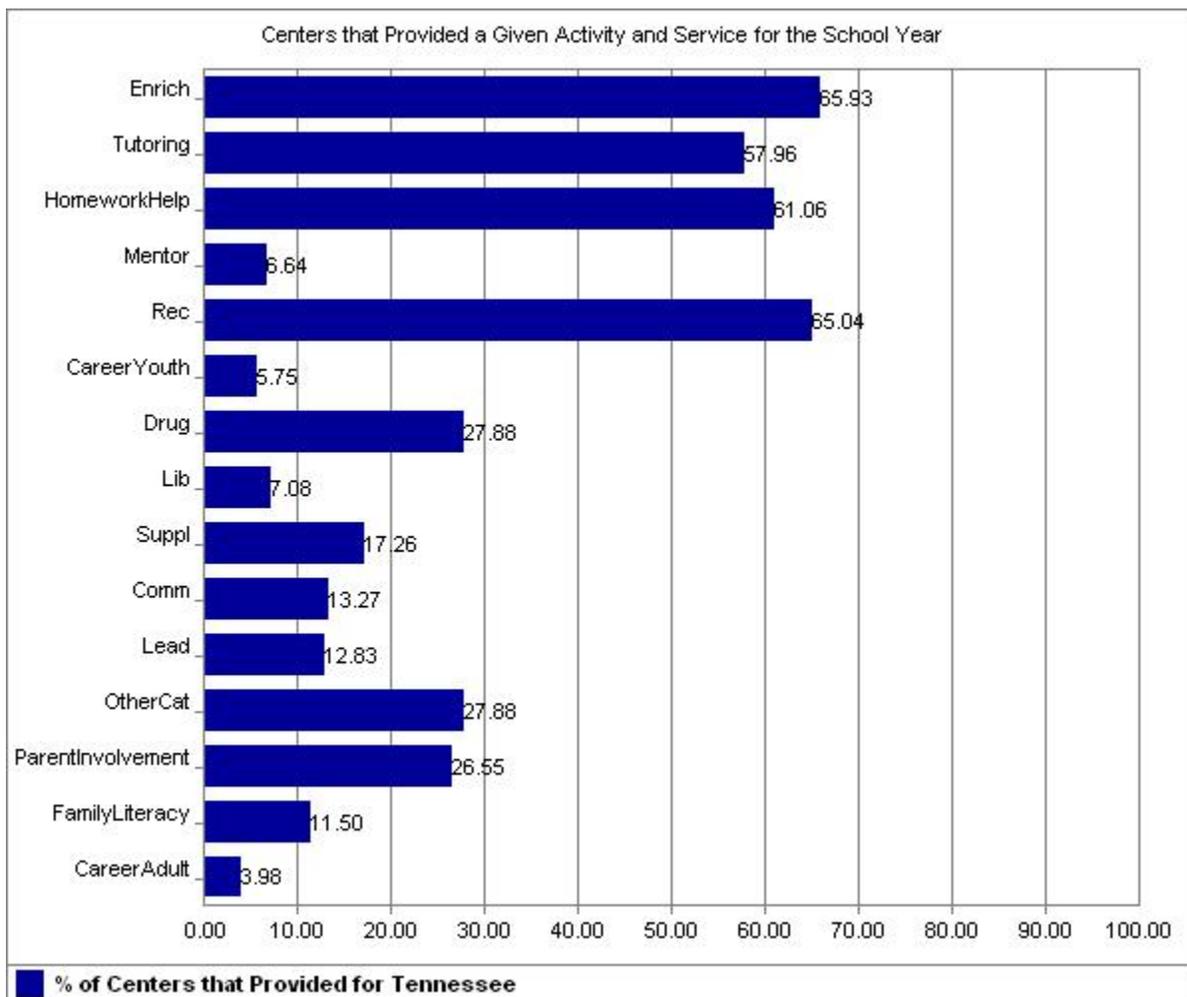


Figure 2: Percent of Centers Providing Given Categories of Activities - School Year 2007–08



Label	Category of Activity
Enrich	Academic enrichment learning program
Tutoring	Tutoring
HomeworkHelp	Homework Help
Mentoring	Mentoring
Rec	Recreational Activities
CareerYouth	Career/Job training for Youth
Drug	Drug and violence prevention, counseling, and character education programs
Lib	Expanded library service hours
Suppl	Supplemental Educational Services
Comm	Community service/service learning program
Lead	Activities that promote youth leadership
Other	Other activities

Family	Programs that promote parental involvement and family literacy
CareerAdult	Career/job training for adults

Activities or Services Offered that Target a Given Population. The following chart shows the percentage of centers offering activities and services targeting the given populations of students:

Figure 3: Percent of Centers with Activities or Services Targeting a Given Population - Summer 2007

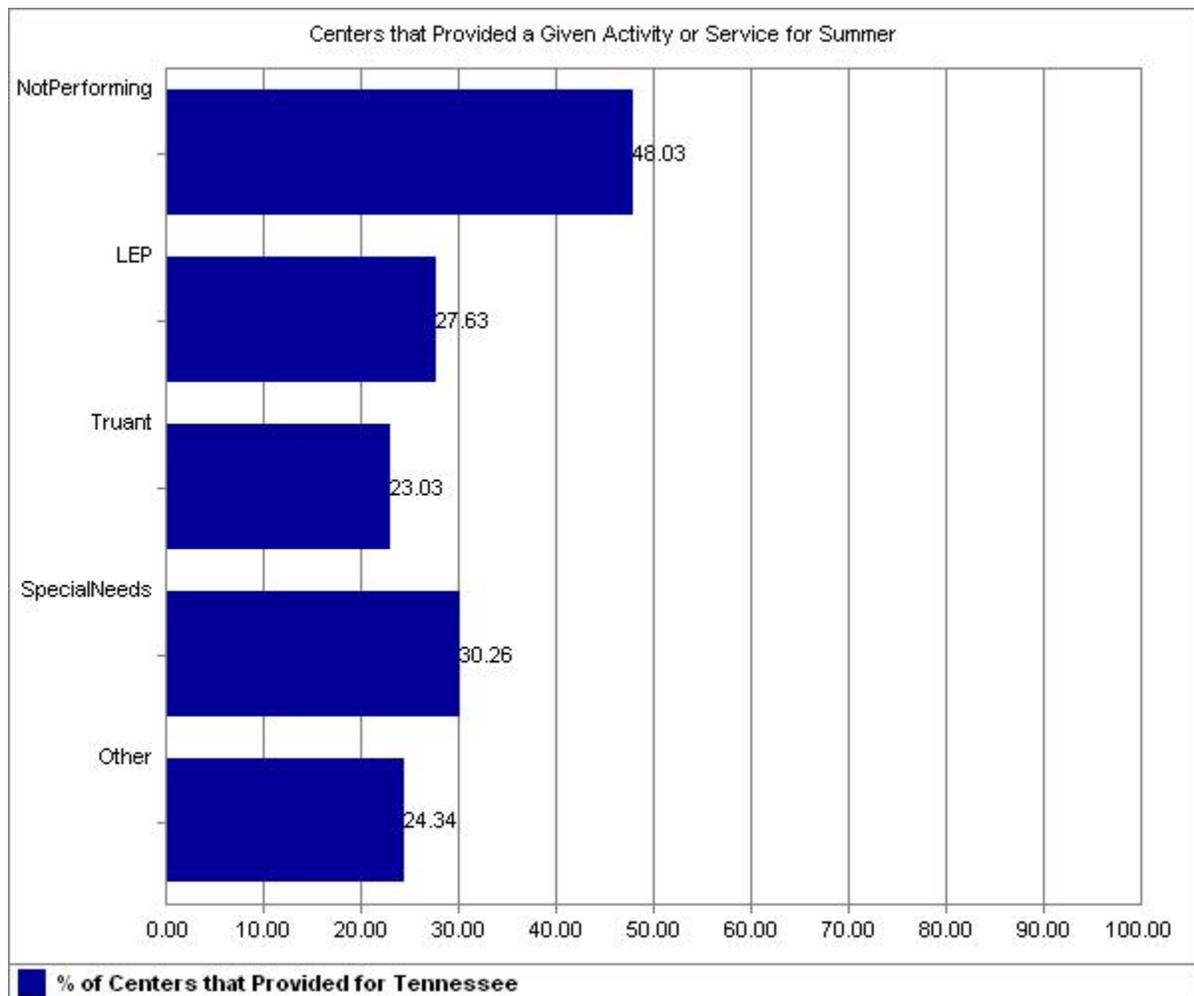
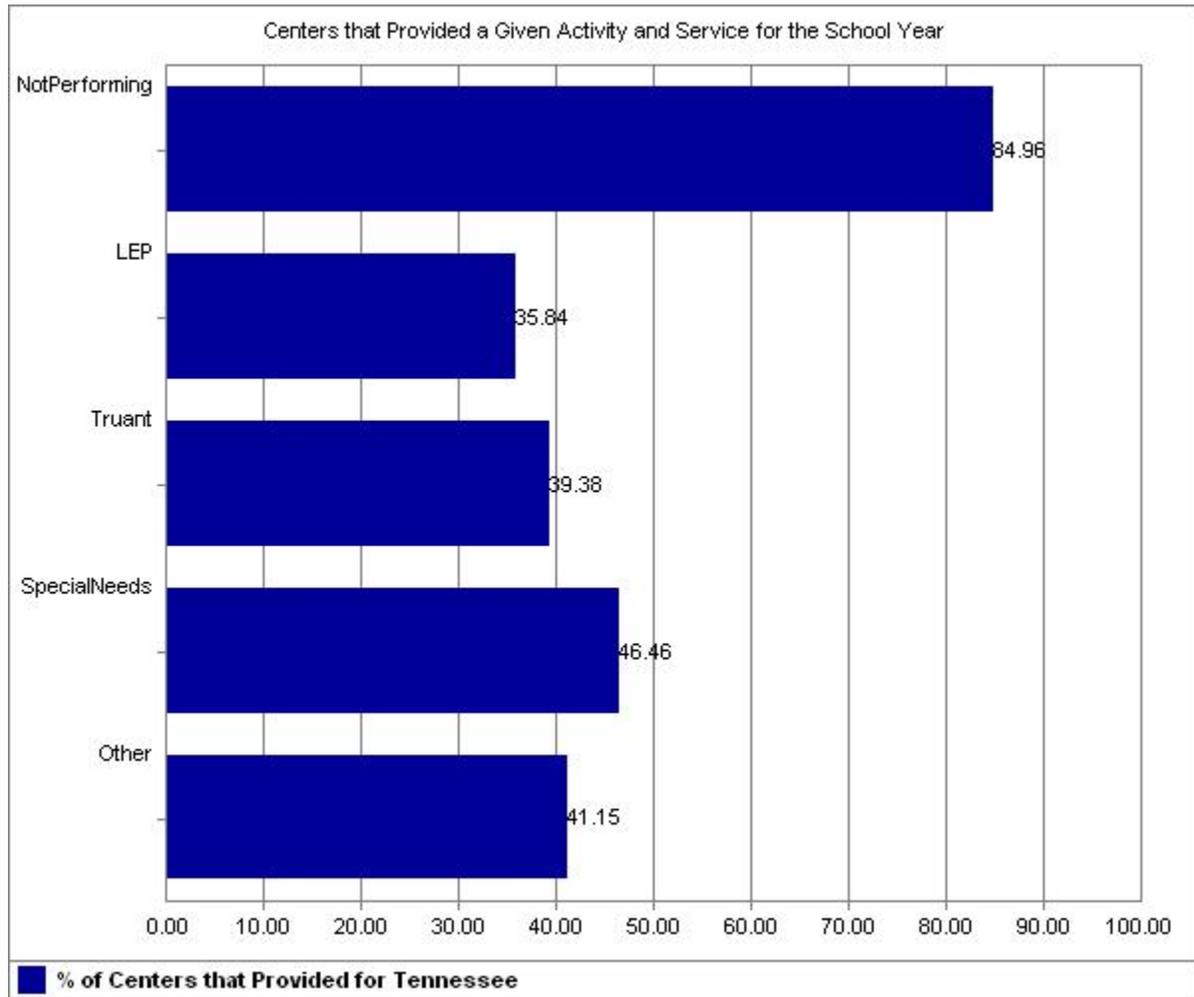


Figure 4: Percent of Centers with Activities or Services Targeting a Given Population - School Year 2007–08



Label	Category of Activity
NotPerforming	Students not performing at grade level
LEP	Limited English Proficiency
Truant	Truant students
SpecNeed	Students with special needs
OtherTarget	Other student population targeted

Subject Area of Activity or Service. The following chart depicts the percentage of centers offering activities and services in each academic subject area for the 2007–08 school year.

Figure 5: Percent of Centers Offering Activities or Services Focusing on a Given Academic Subject - Summer 2007

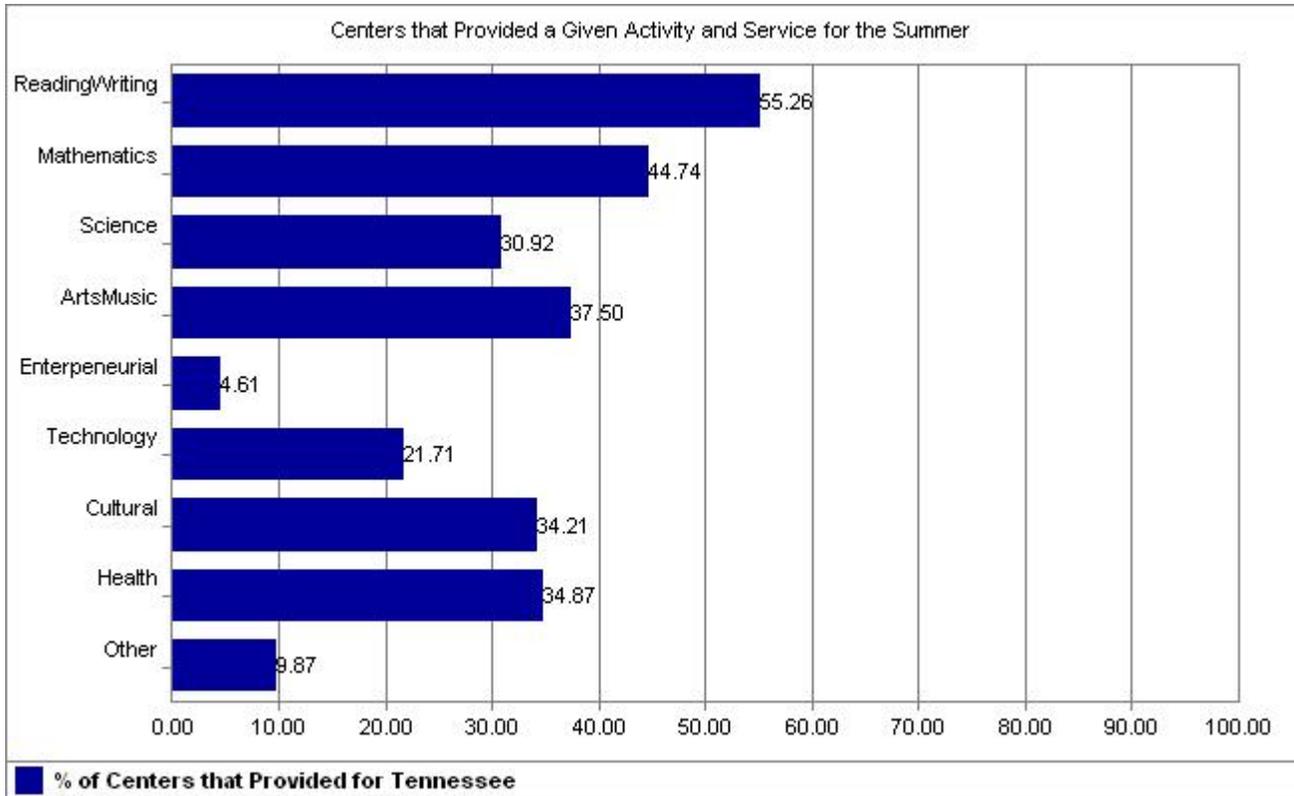
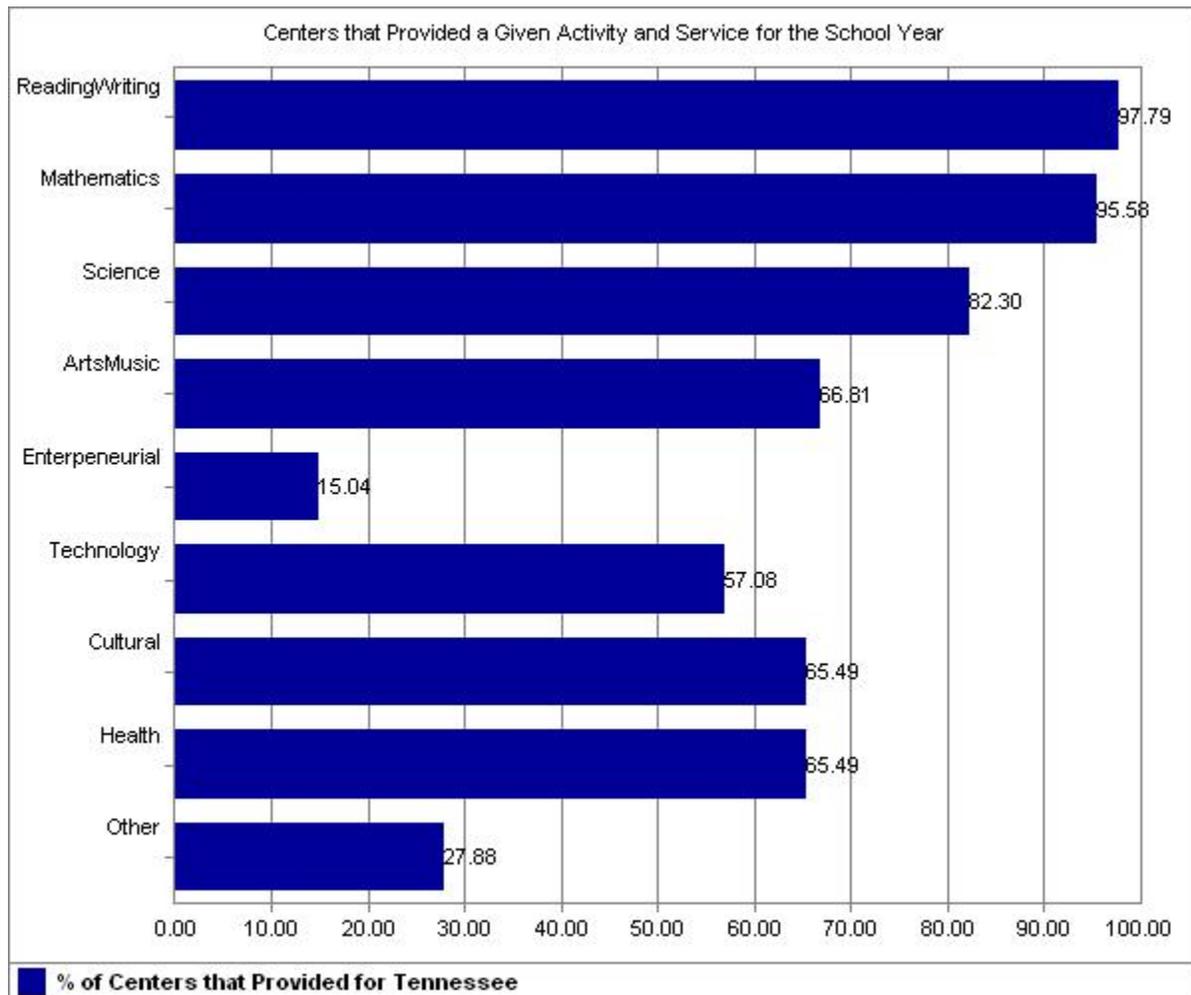


Figure 6: Percent of Centers Offering Activities or Services Focusing on a Given Academic Subject - School Year 2007–08



Label	Subject
ReadingWriting	Reading/literacy education activities
Mathematics	Mathematics education activities
Science	Science education activities
ArtsMusic	Arts and music education activities
Enterpreneurial	Entrepreneurial education programs
Technology	Telecommunications and technology education programs
Cultural	Cultural activities/social studies
Health	Health/nutrition-related activities
OtherSubj	Other

Staffing

As part of the Annual Performance Report, information was obtained on the number of various types of 21st CCLC staff that regularly staffed centers during the summer of 2007 and the 2007–08 school year. These types reflected the background and training of the staff. Moreover, centers indicated what number of each type were paid staff and what number were volunteer. The typical center in Tennessee reported having 6.29 paid and 3.16 volunteer staff during the summer 2008, and 12.96 paid and 5.16 volunteer staff during the 2007–08 school year. The chart below indicates the total number of staff across all centers nationwide in a given category, divided into paid and volunteer staff¹.

¹ The category "Non-teaching school staff" is defined as "any school employee who is not a teacher."

Figure 7: Staff by Type in Percent of Paid or Volunteer Staff for All Centers - Summer 2007

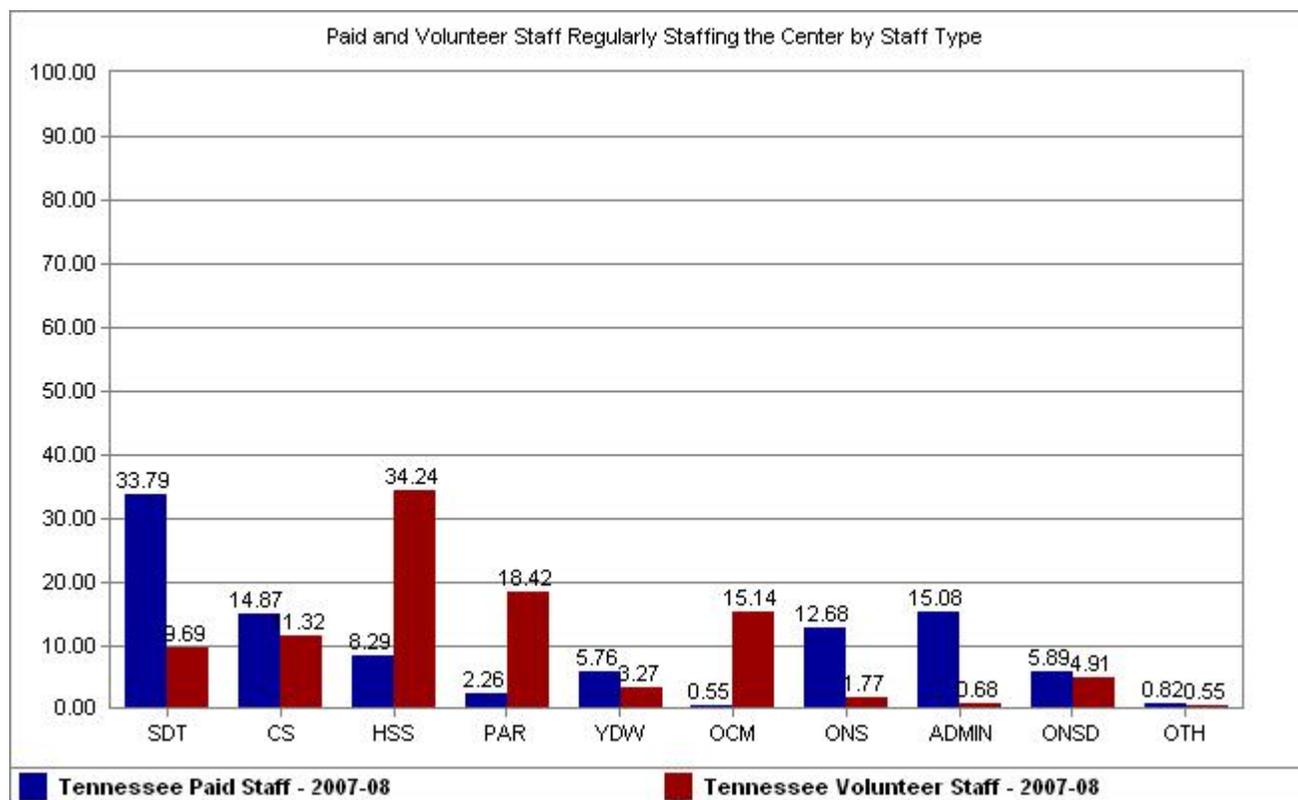
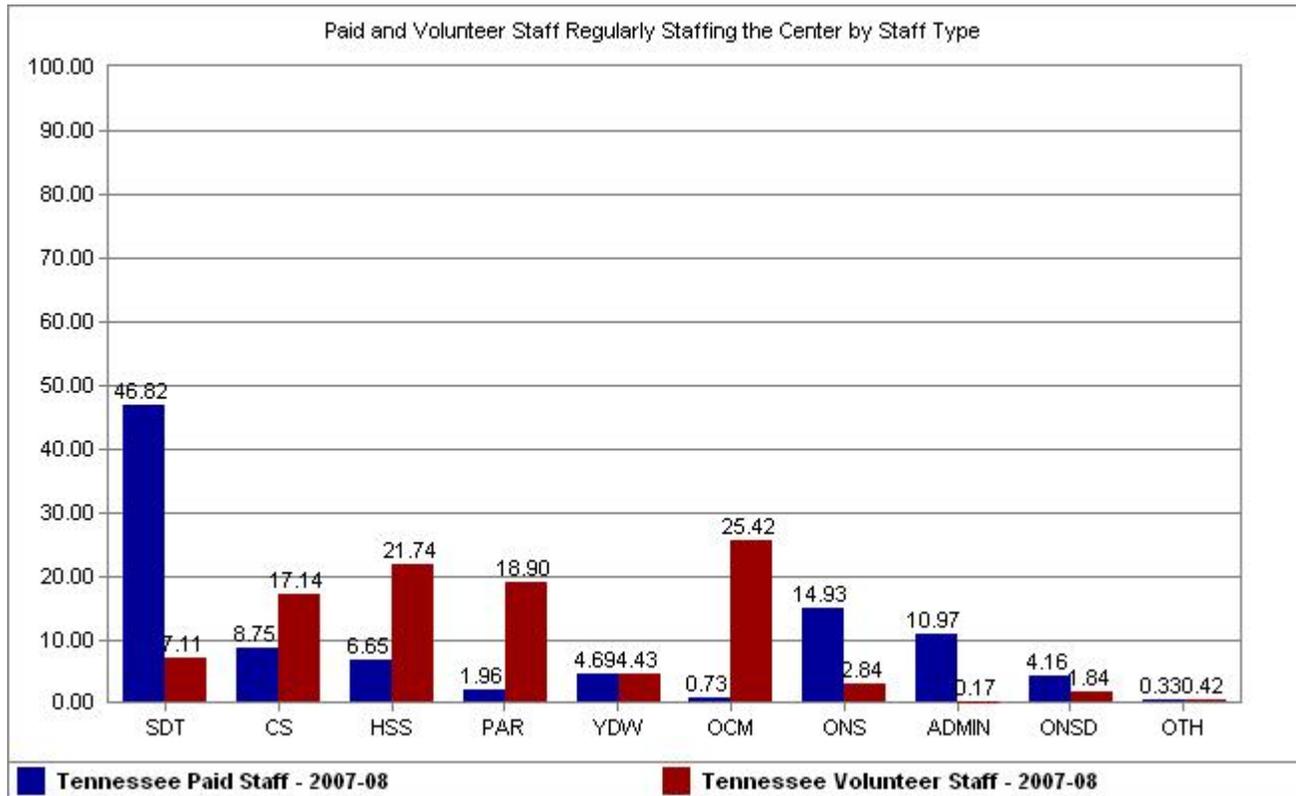


Figure 8: Staff by Type in Percent of Paid or Volunteer Staff for All Centers - School Year 2007-08



Label	Staff Type
SDT	School-day teachers
CS	College students
HSS	High school students
PAR	Parents
YDW	Youth development workers
OCM	Other community members
ONS	Other nonteaching school staff
ADMIN	Center administrators and coordinators
ONSD	Other nonschool-day staff with some or no college
OTH	Other

Attendance

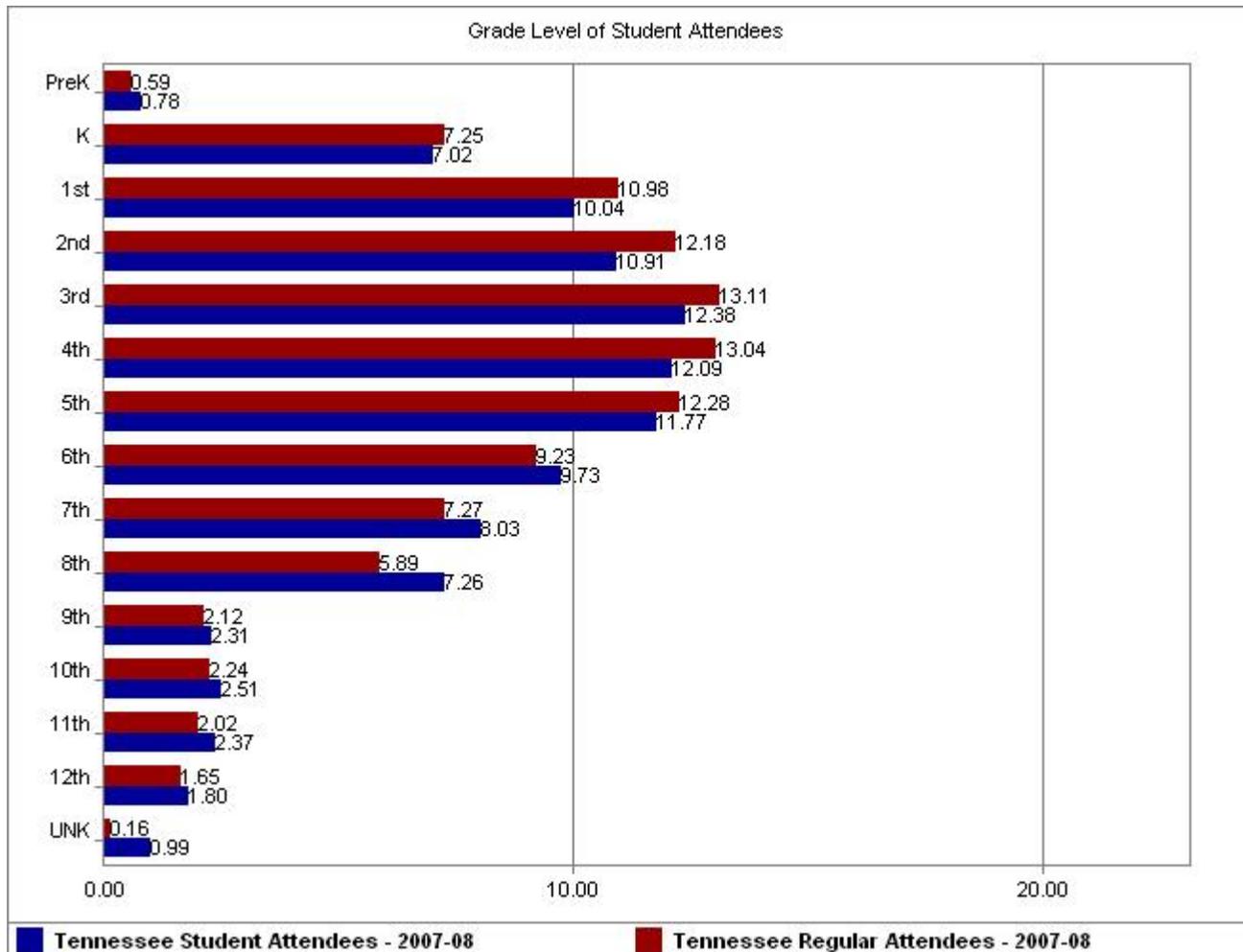
Attendance, as an intermediate outcome indicator, reflects the breadth and depth of exposure to afterschool programming. Grantees completing the APR for the 2007–08 school year were asked to both identify (1) the total number of students who participated in the center's programming over the course of the year and (2) the number of students meeting the definition of regular attendee by participating in 30-days or more of activity at a center during the 2007–08 school year. The former figure can be utilized as a measure of the breadth of a center's reach, whereas the latter can be construed as a partial measure of how successful the center was in retaining students in center-provided services and activities across the reporting period. It is reasonable to assume that regular attendees are more likely to represent those participating students who have received a sufficient "dose" of the programming for it to have an impact on academic or behavioral outcomes.

Table 2. Attendance

Total Students Served	30041
Total Regular Attendees (30 days or more)	20372
Total Adults Served	5409
Average Students per Center	129.49
Average Regular Attendees per Center	87.81

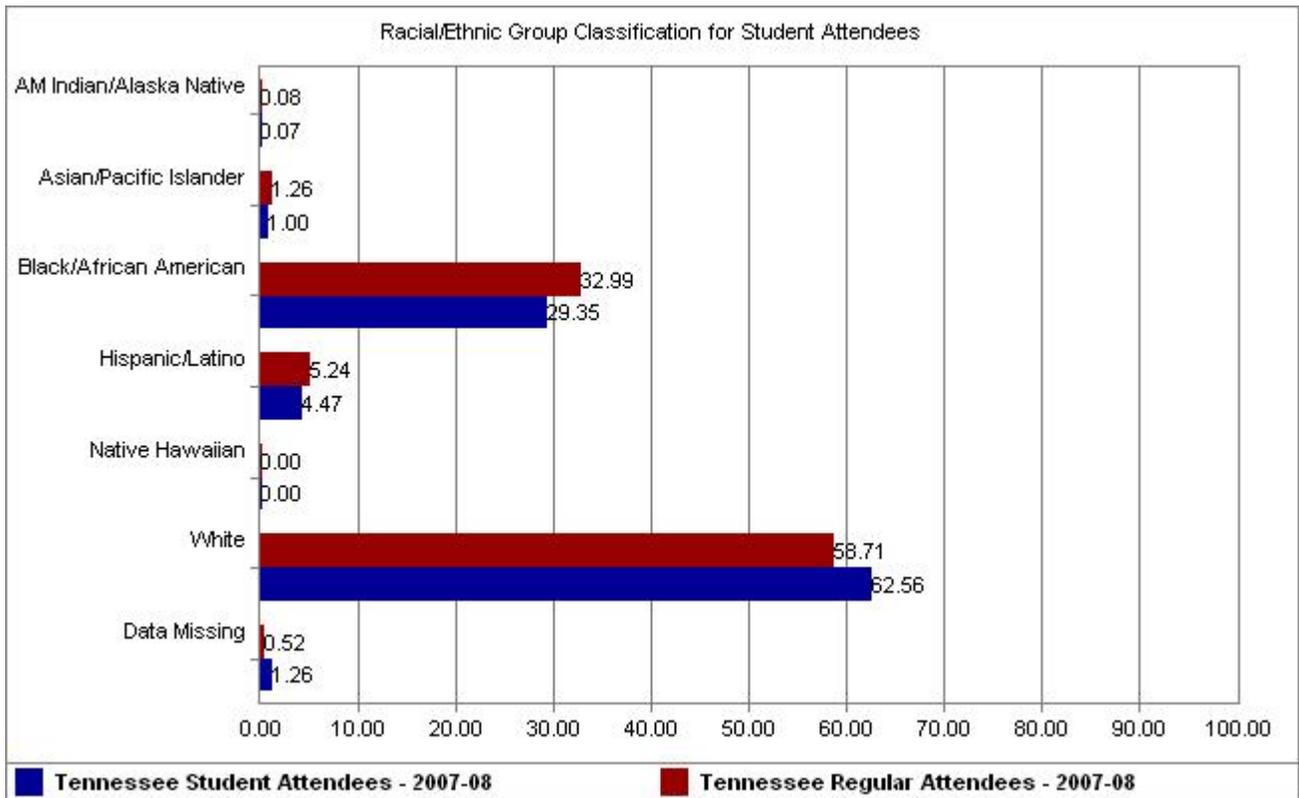
The 21st CCLC program can be targeted towards students at all grade levels. The attendance data displayed in the chart below depicts the number of students in various grade levels participating in a 21st CCLC during the 2007–08 reporting period.

Figure 9. Attendance by Grade Levels Served



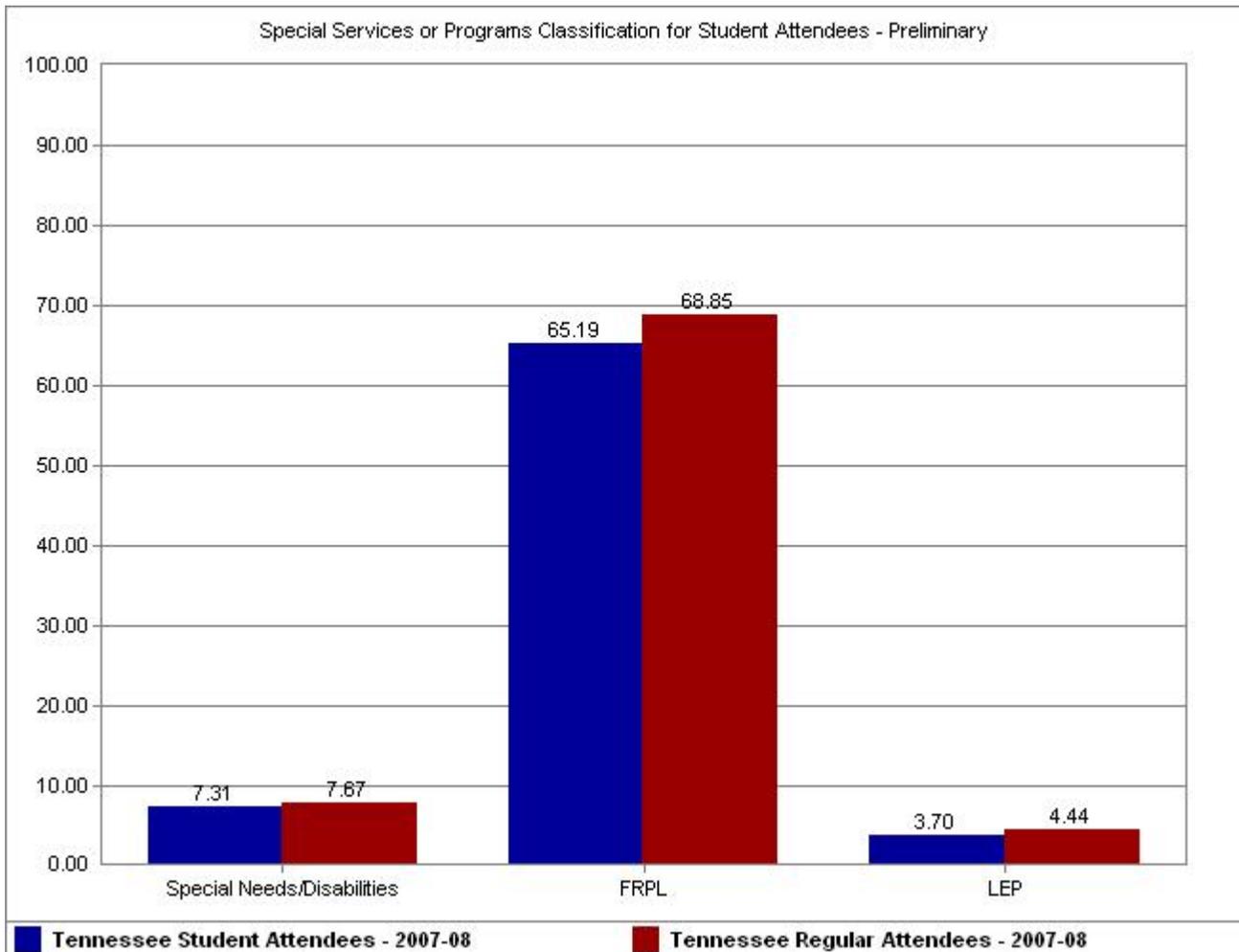
One way of examining the reach of the 21st CCLC program is to examine the participation of students with different needs and backgrounds. The three analyses that follow examine attendance as a function of ethnicity, participation in special services, and gender. To begin with, the chart below shows the proportion of program attendees during the reporting period who belong to different racial and ethnic categories.

Figure 10. Attendance by Racial/Ethnic Groups



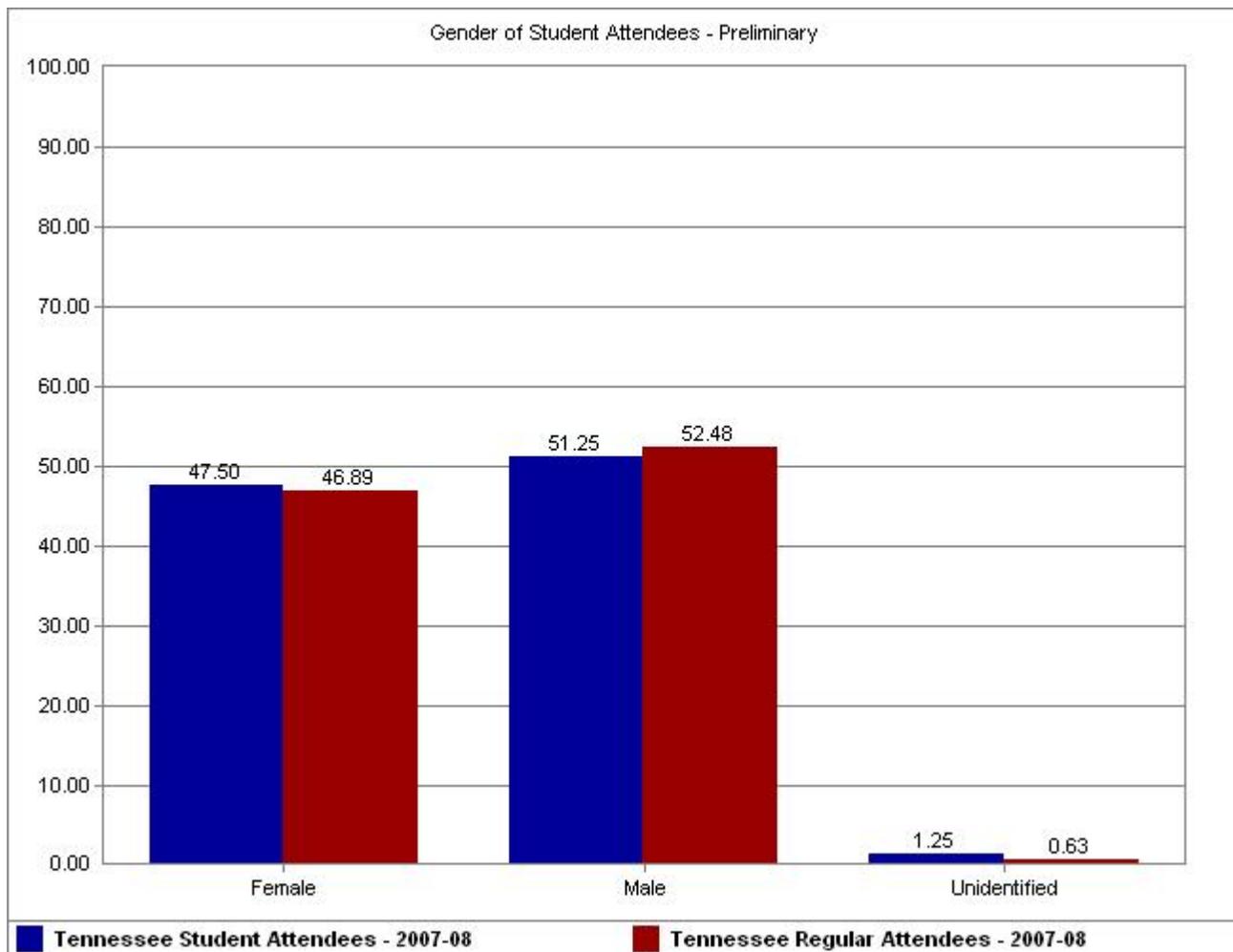
Centers in Tennessee reported the following number of school year attendees in their program who participated in the special services or programs listed. The participation in these programs indicates likelihood that a student may be disadvantaged or academically at-risk.

Figure 11. Percent of All Students Served also Participating in Special Services or Programs



It is also important to understand the degree to which the program achieves gender equity. For the 2007–08 reporting period, 46.8 % of regular attendees were identified as female and 52.39 % were identified as male (0.81% were not identified).

Figure 12. Attendance by Gender

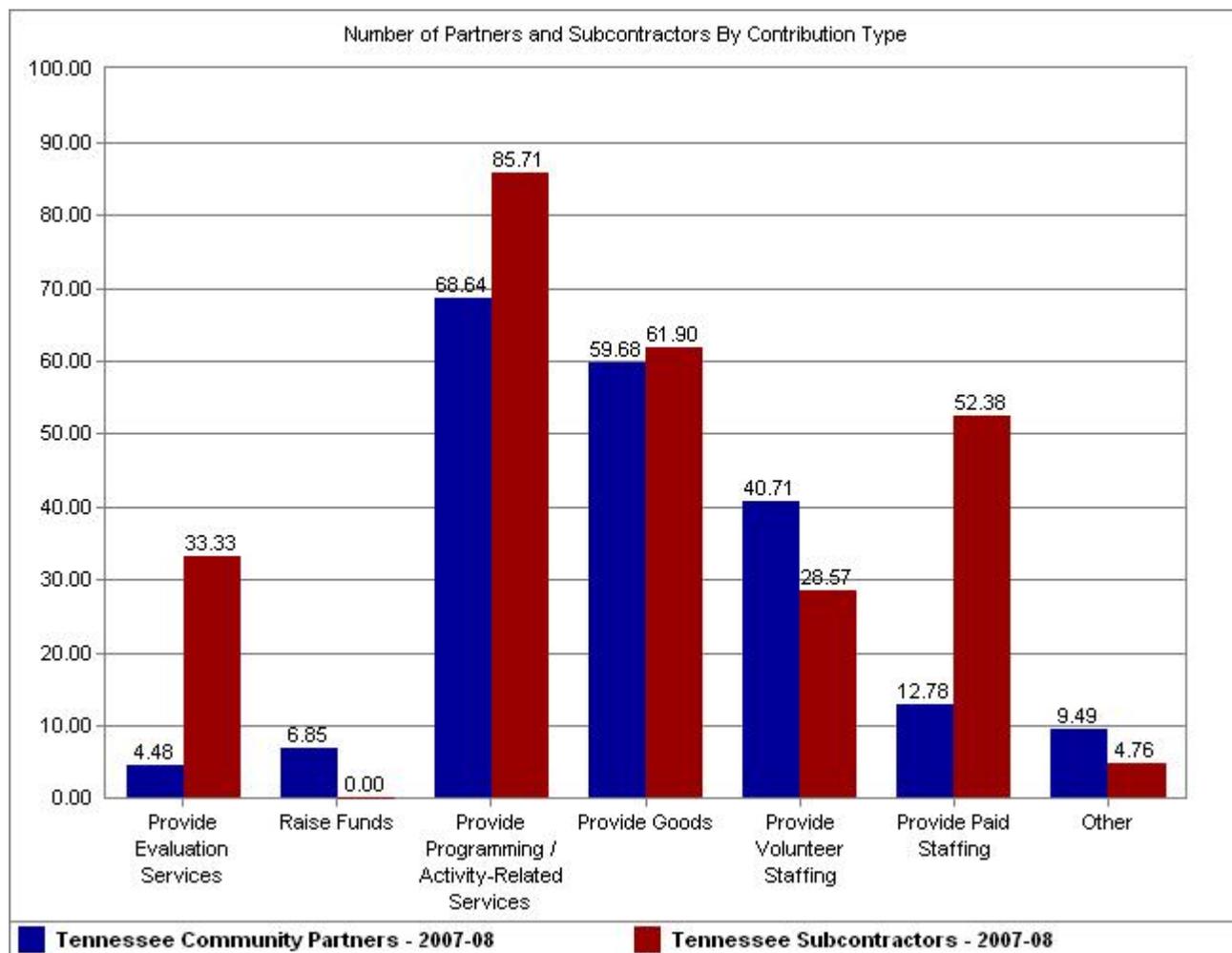


Partners / Subcontractors

Encouraging partnerships between schools and other organizations is an important component of the 21st CCLC program. Many states required their grantees to have a letter of commitment from at least one partner in order to submit a proposal for funding. Partnerships provide grantees connections to the community and additional resources that may not otherwise be available to the program. This section examines the characteristics of the partners with whom grantees work.

Partner contributions vary greatly depending on the resources they have available and on the program's needs. In any given program, one partner may deliver services directly to participants, while another may provide goods or materials, evaluation services, or paid staffing. This chart displays the percentage of subcontractors and non-subcontracting partners providing each contribution type. A subcontractor is any organization that is under contract with the grantee to provide 21st CCLC grant-funded activities or services.

Figure 13. Partners / Subcontractor Contribution Type



Impact Categories

For the 2006 APR, Tennessee selected the following 3 impact categories to report on:

Change in Grades

Centers report data on change in student grades in Math and Reading/Language Arts based on a fall to spring comparison.

Current Proficiency Level

The No Child Left Behind Act of 2001 delineated three categories of proficiency (as measured by stated-administered achievement tests) for Reading/Language Arts and Mathematics. Student proficiency levels in core academic areas indicate the type of academic assistance that centers should provide their students. The current level of proficiency can also serve as a baseline to examine the impact of the program in subsequent years. The chart below depicts the proportion of regular attendees in Alaska who are classified in each Federal proficiency category for both math and reading/language arts.

Teacher Survey

Centers report the results of a Federal teacher survey, developed by Learning Point Associates, to assess academic-related behavioral change in student participants corresponding to the GPRA indicators. Centers administer the survey to regular, school day teachers of program attendees

Each center was required to complete the sections of PPICS that correspond to each of the impact categories chosen. The purpose of the analyses that follow is to provide a preliminary look at the outcomes of the program on student academic success.

Change in Grades - Gradation

The chart below depicts the proportion of regular attendees who improved by half a grade or more, stayed the same, or declined by half a grade in Reading/Language Arts or Math across the span of the 2007–08 school year.

Figure 14. Changes in Grades among Regular Attendees

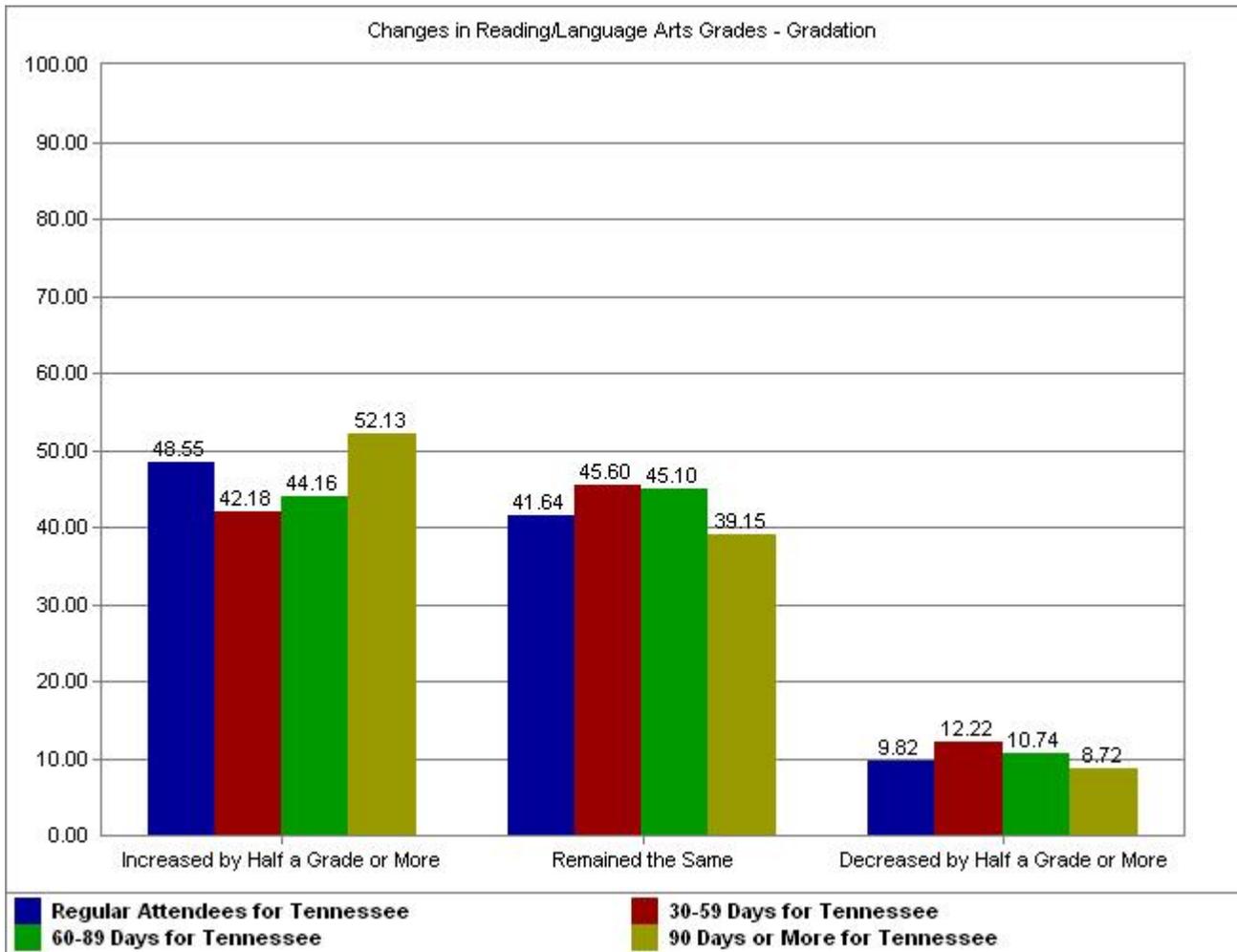
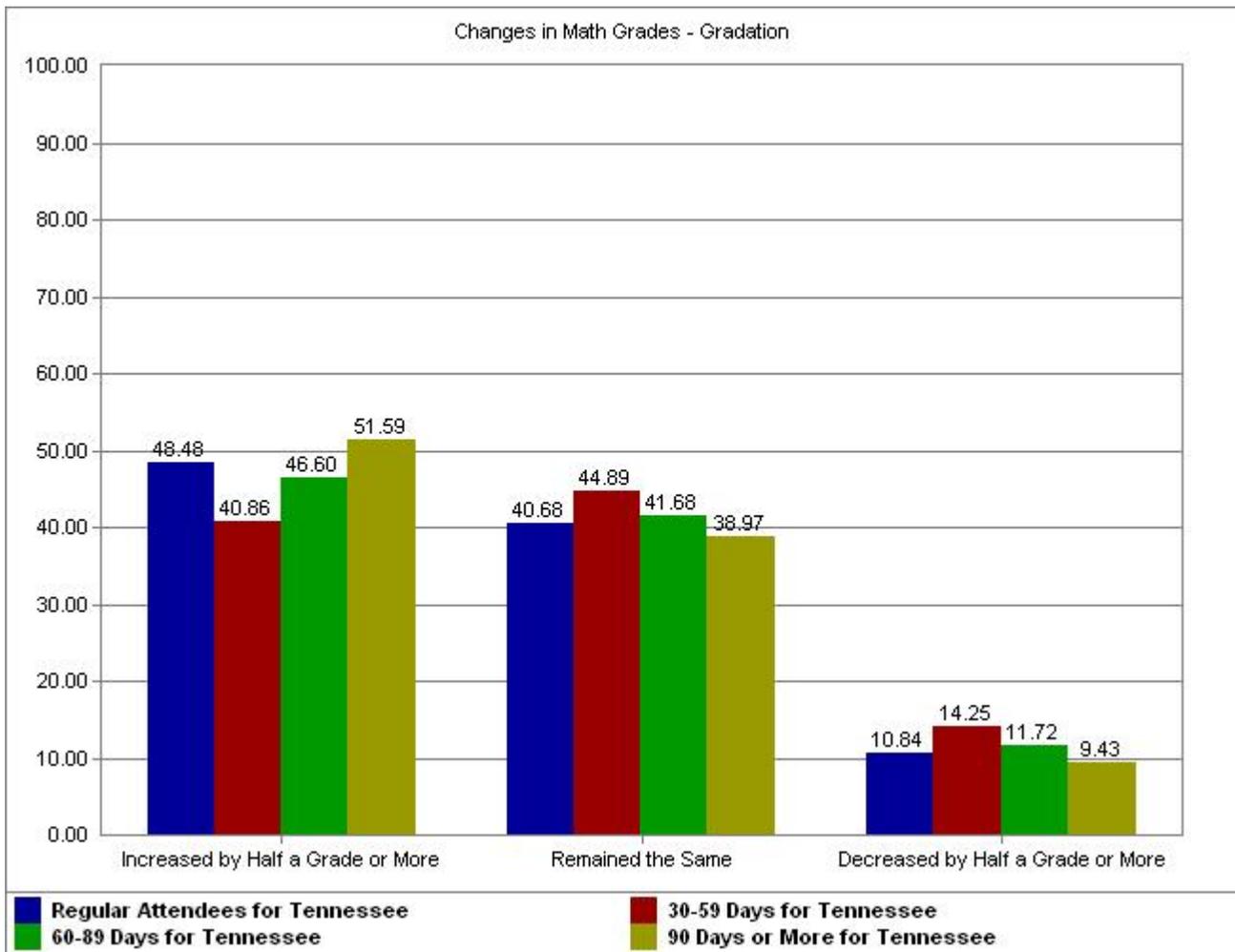


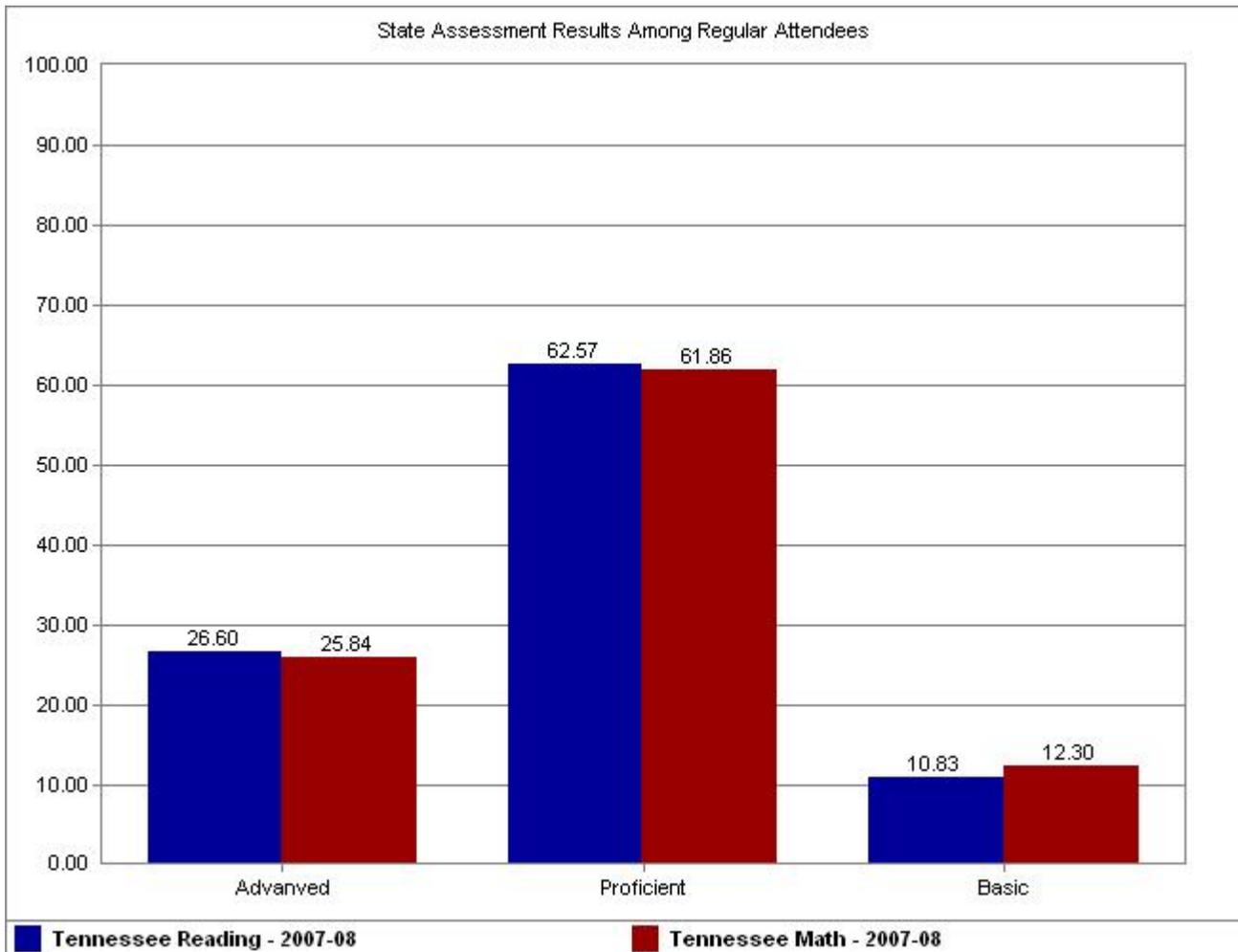
Figure 15. Changes in Grades among Regular Attendees



Current Proficiency Level

The No Child Left Behind Act of 2001 delineated three categories of proficiency (as measured by state-administered achievement tests) for Reading/Language Arts and Mathematics. Student proficiency levels in core academic areas indicate the type of academic assistance that centers should provide their students. The current level of proficiency can also serve as a baseline to examine the impact of the program in subsequent years. The chart below depicts the proportion of regular attendees in Tennessee who are classified in each Federal proficiency category for both math and reading/language arts.

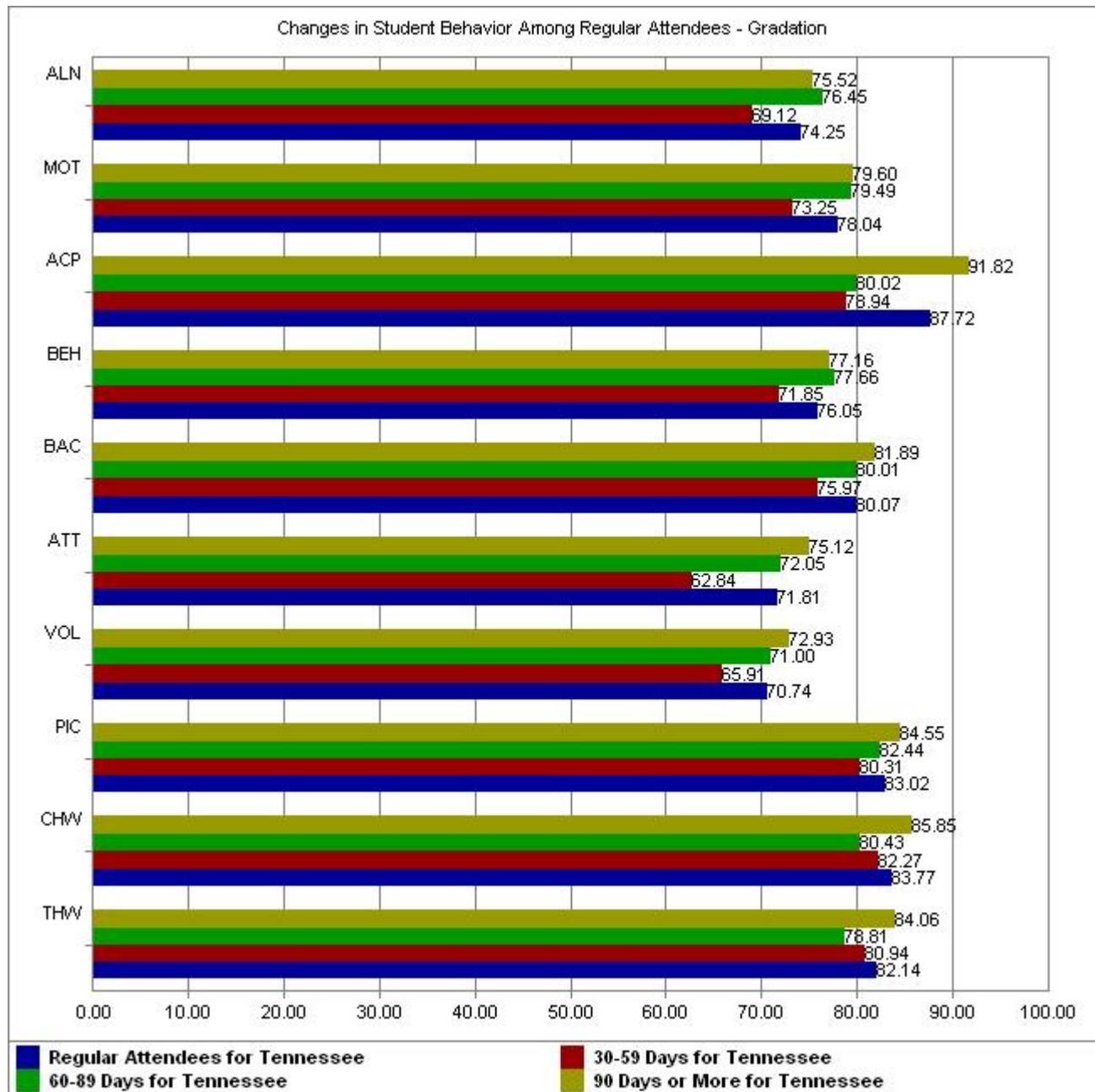
Figure 16. State Assessment among Regular Attendees



Teacher Survey (Federal) - Gradation

Improvement in academic behaviors is one of the expressed goals of the program. In order to assess the degree of behavioral change, teachers in Tennessee completed a survey developed for this initiative in which they rated the degree of improvement in academic behaviors exhibited by regular program participants across the 2007–08 school year. The chart below summarizes these responses. For each behavioral category, the chart describes the proportion of students whose teachers reported improvement, no change, or decline in behavior.

Figure 17. Changes in Student Behavior among Regular Attendees



Behavior Code	Category of Behavioral Change
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THW	Turning in homework on time
CHW	Completing homework to your satisfaction
PIC	Participating in class
VOL	Volunteering (e.g. for extra credit or more responsibilities)
ATT	Attending class regularly
BAC	Being attentive in class
BEH	Behaving in class
ACP	Academic performance
MOT	Coming to school motivated to learn
ALN	Getting along well with other students